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FORMATION OF COGNITIVE COMPETENCE OF A PRESCHOOL CHILD

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Abstract: One of the urgent problems of our time is the development of cognitive activity of preschool children. The article deals with the importance of developing a child's thinking, attention, speech, arouse interest in the world around him, form the ability to make discoveries and be surprised by them.

Keywords: cognitive competence, game technology, thinking, attention, speech.

A child is born with an innate cognitive ability that helps him adapt to the new conditions of his life. Gradually, cognitive ability develops into cognitive activity, which manifests itself in children in actions aimed at obtaining new impressions of the world around them.

One of the urgent problems of our time is the development of cognitive activity of preschool children. It is very important to develop a child's thinking, attention, speech, to arouse interest in the world around him, to form the ability to make discoveries and be surprised by them.

The issue of the development of cognitive activity worries many parents, educators and teachers. How can we stimulate cognitive activity in preschoolers?

Particularly effective in working with preschoolers is game technology, which includes a fairly extensive group of methods and techniques for organizing the pedagogical process in the form of various pedagogical games.

It is well known that the leading activity preschooler is a play activity. It is in the game that the development of cognitive activity takes place. The main advantage of the game over any other type of activity is that the child voluntarily obeys certain rules; the implementation of these rules brings maximum pleasure to the child. Therefore, the game can be called practically the only area in which the preschooler is active and initiative. Only in the game is the origin and development of all mental processes: perception, speech, thinking, imagination, memory, attention.

Game technology methods that are often used in practice:

1. Game plot.
2. Game and problem situations.
3. Travel games.
4. Didactic games.
5. Games - experimentation.
6. Games for the development of mental processes.
7. Fantasy games.

However, the project method is also relevant and very effective, because it gives the child the opportunity to experiment, synthesize the knowledge gained, develop creative abilities and communication skills, thereby allowing him to successfully adapt to school.

The use of the project method in preschool education as one of the integrated teaching methods for preschoolers can significantly increase the independent activity of children, develop creative thinking, the ability of children to independently find information about an object or phenomenon of interest in various ways and use this knowledge to create new objects of reality. And, it also makes the educational system of the preschool educational institution open to the active participation of parents.

Target:

Creation of conditions for the development of cognitive activity of older preschoolers through the joint activities of the teacher and parents.

Tasks:

- *create conditions for ensuring the psychological well-being and health of children;*
- *develop cognitive abilities, creative thinking, imagination, the ability to determine possible methods for solving a problem with the help of an adult, and then independently;*
- *to form the prerequisites for search activities;*
- *develop the child's speech, observation in research activities, reflect the knowledge gained in creativity;*
- *Develop a sense of responsibility for participating in a common cause; desire to achieve results and take care of it; develop the skills of cooperation.*

In my teaching activities, I use the technology of projects.

This versatile activity allows you to change the style of working with children, as well as involve parents and other family members in the educational process of the kindergarten.

For this you need:

- ✓ create conditions for ensuring the psychological well-being and health of children;
- ✓ develop cognitive abilities, creative thinking, imagination, the ability to determine possible methods for solving a problem with the help of an adult, and then independently;
- ✓ to form preconditions for search activity, intellectual initiative;
- ✓ develop the child's speech, observation in research activities, reflect the knowledge gained in creativity;
- ✓ Develop a sense of responsibility for participating in a common cause; desire to achieve results and take care of it; develop the skills of cooperation.

Children always ask a lot of questions to an adult, especially at senior preschool age, why we are teachers and call them "why". They develop the ability to start any business from a situation. They like to experiment, they get used to acting on their own. This activity, which gives the child, as a person, to express himself. The main task is to captivate children, attract parents, see individuality, reveal creativity and uniqueness in everyone. Some our projects got title thanks to issues children.

It is necessary to turn every ordinary day in a child's life into a pleasant event. Children freely share with their parents their impressions of the events taking place in their lives.

It is imperative to try to interest children first of all, and, of course, with their help, their parents.

The position “next to” the children is relevant here: being the organizer of their activities, involve parents in being active in the life of the child, not only in kindergarten.

Project-research activity helps to manage behavior and plan their actions aimed at achieving a specific goal, work in a team. Not only cognitive activity is stimulated, but also there is an influence on the content of role-playing games. The child gains confidence in his own position, self-confidence. Games become more diverse, complexly structured, and the children themselves are interesting to each other.

The use of interactive equipment in my work with children helps me to increase the motivation of children for classes, and solve the problems of demonstration and didactic direction.

At all stages of creating projects, it is important to create favorable conditions, captivate children, attract parents and teachers, show creativity, see individuality, reveal creativity and uniqueness in everyone.

The results of project activities are encouraging, but there is always room for improvement. A creative project is interpreted as a plan, an idea. I would like to study and implement the methodology of individual research projects for children, parents and children together with parents.

Project activities create the necessary conditions for every child to grow up talented, smart, kind, and be able to live and work in a new society.

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